DOCUMENT RESUME

ED 262 291 CE 042 740

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TITLE Status of the NOICC/SOICC Network, June 30, 1985. NOICC Administrative Report No. 11.
INSTITUTION National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE Oct 85
NOTE 39p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; Annual Reports; Career Development; Career Education; Careers; *Computer Oriented Programs; Databases; Employment Projections; *Information Networks; *Information Services; *Information Systems; Labor Supply; *Occupational Information; *Program Improvement
IDENTIFIERS National Occupational Information Coordinating Com; National Occupational Information Service; State Occupational Information Coordinating Comm

ABSTRACT

This document is the sixth annual report of the National Occupational Information Coordinating Committee (NOICC) and its network of state counterparts (SOICCs). It presents brief highlights of the NOICC/SOICC Network's accomplishments since its formation under the Education Amendments of 1976, with an emphasis on activities in 1984 and early 1985. Some of these highlights include the following: (1) an increase in National Committee membership and state committee memberships; (2) funding of $3 million from the U.S. Department of Labor, $2.24 million from the Department of Education, and of $1.25 million from the Department of Defense for specific activities (NOICC allocated about 84% of these funds to the states); (3) improvement of the crosswalk, or cross-coding instrument, that shows the relationships among the major classifications used in collecting data on occupations and education (it is now an extensive computerized database, kept up to date by the Iowa SOICC); (4) improvement of materials and procedures to help states relate data on labor supply from training institutions to data on employment demand in related occupations; (5) participation in state and Federal efforts to improve the Occupational Information Service database, such as information from substate areas, computerized information on military careers, and a guide to military careers; (6) aid to states in providing computerized systems for program planning; and (7) computer-based systems that served approximately 5 million persons in 1984-85. NOICC is continuing to upgrade training and provide more information on use of its statistics. (Appendixes to this document list SOICCs, publications, NOICC policies and agreements, and examples of use.) (KC)

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Status of the NOICC/SOICC Network

June 30, 1985

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NOICC Administrative Report No. 11
October 1985

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Foreword

This document is the sixth annual report of the National Occupational Information Coordinating Committee (NOICC) and its network of State counterparts (SOICCs). It presents brief highlights of the NOICC/SOICC Network's accomplishments since its formation under the Education Amendments of 1976, with an emphasis on activities in 1984 and early 1985.

In 1984, NOICC operations moved from a fiscal year base to a new program year base. For reasons of economy and efficiency, this document highlights activities from the beginning of Fiscal Year 1984 (October 1, 1983) to the beginning of Program Year 1985 (July 1, 1985). Information on the status of occupational and career information delivery in the States was extracted from SOICC reports for both periods, the 1984 SOICC Directory, other NOICC and SOICC documents, and the 1984-85 review of State supply/demand reports.

The Network's accomplishments were made possible by the support and direction of the NOICC/SOICC statutory members and their representatives, and the cooperation and participation of personnel in the organizations they represent, working with NOICC staff. While we recognize these achievements, we also recognize that all States have not attained the same level of sophistication in the development of their occupational information systems. However, more information is generally available for use in program planning and career decision making than there has been in previous years.

Acknowledgments

This report was prepared for the National Occupational Information Coordinating Committee by Roberta Kaplan, in cooperation with NOICC staff and the NOICC/SOICC Information Service. State Occupational Information Coordinating Committees were especially cooperative in reporting essential information on activities in their State for use in this and other NOICC reports.

NOICC acknowledges, in particular, the Florida Occupational Information Coordinating Committee, for establishing the NOICC/SOICC Information Service (NSIS) in 1981 and for operating it, in cooperation with the Florida Association of Rehabilitation Facilities, through 1984. Their efforts and the work of NSIS Coordinator, Ms. Kathy Lee, and her staff were instrumental in developing the **SOICC Directory**, which provides much of the information for NOICC's annual reports and other documents.

NOICC also wishes to acknowledge Ms. Mary Alston, who compiled the **1984 SOICC Directory**, under Ms. Lee's direction, during the transfer of the Information Service to NOICC offices.

Many NOICC staff members were particularly cooperative and helpful in providing information and guidance throughout the development of the report. They assisted in compiling and analyzing the data, preparing tabular material, and reviewing preliminary drafts and subsequent revisions for accuracy and clarity.

STATUS OF THE NOICC/SOICC NETWORK

Executive Summary

The National Occupational Information Coordinating Committee (NOICC) and its network of State Occupational Information Coordinating Committees (SOICCs) are interagency committees, established by an act of Congress in 1976 to promote the development and use of occupational information. In 1984, new labor and education legislation expanded the membership and the mission of both NOICC and the SOICCs. The National Committee now includes representatives of 9 Federal agencies in 5 departments that are major producers and/or users of occupational information. State Committees have 5 statutory members, but many SOICCs include other interested agencies in their membership.

In Program Year 1984, NOICC operations were supported by contributions from the U.S. Departments of Labor ($3 million) and Education ($2.24 million). The Department of Defense provided $1.25 million for specific activities. As in the past, NOICC allocated the bulk of its funds — almost 84 percent — to the States.

NOICC's central mission is to help States develop and implement an occupational information system (OIS) that addresses the needs for labor market information among: 1) planners and administrators in vocational education, vocational rehabilitation, and job training programs; and 2) individuals who are exploring careers or seeking employment. In its policies on OIS development, NOICC supports the use of existing sources of data. It has worked with the States and its member agencies to identify the major data sources and to develop technical resources and training programs to promote their use. Two major resources, developed in earlier years, were updated and improved in 1984-85:

- the crosswalk, or cross-coding instrument, that shows the relationships among the major classifications used in collecting data on occupations and education. The 1985 crosswalk is an extensive computerized data base, from which many different resources can be produced. The Iowa SOICC, under a grant from NOICC, keeps the crosswalk up-to-date and provides products, services, and technical assistance primarily to SOICCs.

- materials and procedures to help States relate data on labor supply from training institutions to data on employment demand in related occupations. The data can then be presented for clusters of related programs and occupations, a form that is useful in program planning. In 1984, national prototype clusters were completed, and NOICC provided technical assistance in developing clusters for 12 States.

NOICC also has participated in State and Federal agency efforts to improve the OIS data base. For example:

- More States are able to produce estimates of occupational employment for substate areas. These estimates can be generated with computer software prepared by the Utah SOICC under a grant from NOICC.

- The Department of Defense (DoD) used the military-civilian occupational crosscode, developed in cooperation with NOICC, to produce two career counseling resources. One is being used to integrate military occupational and training data into computerized career information delivery systems. With funding from DoD, NOICC provided grants to support this effort in 26 States in 1984. Six States received similar grants in 1985. The second resource is a guide designed for students to use in exploring military careers. It was distributed in May 1985 to more than 19,500 schools and to recruiting stations nationwide.

Information for Program Planning: All States, through the employment security agency, produce labor market information, including projections of employment demand and employment service data on job applicants and openings. Many States also provide reports, designed for use in program planning, that display data on institutional supply with related occupational information. An increasing number of States are moving toward automated delivery of this information. NOICC has provided financial and technical assistance to help States implement computerized systems, using successful models from other States. NOICC's findings, as of June 1985, indicate that:

- 34 States will have a microcomputer-based system; 12 of these are already in operation. NOICC supported development of the micro-OIS and provided grants for its implementation in 26 States. It is patterned after the Missouri and Maine systems and incorporates features from several other States.

- 4 States have, and 3 are implementing, interactive mainframe computer systems.

- 40 States provide data in printed materials, many using computers to produce part or all of the data.

Both NOICC and State Committees have helped planners find out what information is available and how it can be used. In 1984, NOICC, the National Governors' Association, and the Employment and Training Administration developed a training program especially for planners of State and local Job Training Partnership Act programs. In earlier years, national efforts focused on the vocational education community.

Career Information Delivery: In keeping with its mandates, NOICC has promoted the development of Statewide career information delivery systems (CIDS). The Committee has provided technical support and encouraged States to use existing models. According to SOICC reports in June 1985:

- 41 States have computer-based Statewide systems, 21 launched with incentive grants from NOICC. NOICC estimates that these systems served approximately 5 million individuals at almost 13,000 institutional sites in 1984-85.

States frequently use more than one means of providing career information. In addition to computers, they may use microfiche, needlesort, toll-free telephone hotlines, resource centers, and various publications. In 1984, the Colorado, North and South Carolina SOICCs, and NOICC developed an audiovisual CIDS enhancement using microcomputer and videotape technology. A new program, developed in Vermont, enables visually impaired individuals and slow readers to explore career options with the aid of a talking computer.

NOICC has encouraged the exchange of information and experience among CIDS developers and users. In 1984, it joined 9 professional associations in co-sponsoring a national conference for leaders in vocational guidance and counseling, career education, and career information delivery. A similar conference is scheduled in 1985.

A training program to help counselors use labor market information in career guidance has provided inservice training to more than 8,000 counselors in 47 States. The project was initiated by the Employment and Training Administration (ETA) and co-sponsored by ETA, NOICC and, more recently, the Department of Defense (DoD). The Rehabilitation Services Administration and NOICC funded the development of similar training materials for rehabilitation counselors. Curriculum materials for university counseling courses are being developed with funds from DoD.

Another multi-agency project has produced a training guide to help teachers incorporate occupational information into the basic curriculum. The guide was produced under a grant to the New York SOICC and will be published in 1985.

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Introducing the NOICC/SOICC Network ◆◆1

Occupational Information:
A Public and Personal Concern

For most Americans, work — or the lack of it — matters. Their lifestyles as well as their livelihoods are influenced by their occupation and the employment and income opportunities it offers. Few decisions affect an individual's future more than choosing an occupation and the education and training needed to enter and succeed in it. To choose wisely, people need sound information about the world of work.

Preparing people well for the work they seek serves both public and personal interests, if the preparation is solid and suited to labor market needs. Vocational education and training require substantial human and financial resources — resources too precious to risk on programs that do not offer sound preparation for the future. In making judgments about which programs to offer and what the curriculum should include, educational planners and job training officials need relevant and timely occupational information.

Helping people make career-related decisions calls for special counseling and vocational guidance skills. Counselors working in schools, job training programs, State and local employment services, vocational rehabilitation agencies, and other settings are in a position to assist people at various stages of career exploration or decision making. To help their clients make better-informed choices, they also need comprehensive occupational information.

To attract new industries or anticipate shifts in the labor market, State and local planners need data on current and projected employment, the supply of skilled workers, and sources of training available in their State or local area. Increasingly, occupational information is being used to support economic development initiatives and human resources planning in both the public and private sector.

Sensible decisions, whether they affect one life or many, often depend on ready access to relevant and timely information about the labor market. Helping people get the occupational information they need is what the National Occupational Information Coordinating Committee (NOICC) and its network of State counterparts (SOICCs) are about.

Network for Making Data Connections

Many Federal and State agencies produce or use occupational information. However, its development is not their only responsibility nor its use their sole concern. Some collect data primarily for internal agency planning and program management. Others produce information for a specific mission or audience, and still others, as a component or by-product of a larger effort, such as a national census.

Whatever prompts their development also affects how these data are collected, presented, and disseminated. The resulting differences make them difficult to interpret or analyze in relation to each other. For example, they may be collected for different time periods and geographic levels, using different classification codes and titles. Thus, while many types of useful data are available from public sources, they are not easily assembled into a coherent body to serve the growing need for occupational information, especially among planners of vocational education and job training programs and individuals facing career decisions.

When NOICC was established in 1976, little had been done to examine the relationships between existing data sources or their potential and collective relevance to vocational program planning or career decision making. There was no framework that defined what information was required for these twin purposes -- and no system for organizing available data to meet these needs. NOICC's job was to bring the major data producers and users together to develop such a system.

Committees Work

The National and State Committees are not data collection agencies. They are, in fact as in name, coordinating committees. Their members represent government agencies responsible for vocational education, employment and training, vocational rehabilitation, labor and education statistics, agriculture, economic development, and national defense. NOICC and the SOICCs provide a forum for these agencies to focus on a common goal — promoting the development, delivery, and use of occupational information.

The intergovernmental structure of the NOICC/SOICC Network is an important factor in the Network's success in carrying out its mission. The Committees foster coordination and communication among their respective member agencies at the State or national level. They also work together in a larger Federal/State Network. As a result, data producers and users become more aware of each other's programs and services, requirements and needs. Information on new products and research is exchanged and circulated. Projects of mutual interest are identified and carried out cooperatively at the State and Federal level. Successful products developed in one State are made available for others to adapt and use, reducing costly developmental time and effort.

Because of its structure, the program has been called an experiment in intergovernmental relations. It is an experiment that has worked. This report describes a few of the Network's accomplishments. They, like its other successes, reflect the collective and cooperative efforts of the many individuals and affiliated agencies that constitute the NOICC/SOICC Network.

State/Federal Roles

In developing a workable occupational information system, the National and State Committees played different roles. In general, NOICC established the framework and national guidelines for the system. They are broad parameters, giving SOICCs latitude to develop information and types of delivery geared to State and local needs.

NOICC also provides technical and financial assistance to help States, both individually and collectively, with system implementation and user training. From its experience working with all States, NOICC has been able to identify common problems and possible solutions. Exemplary developments in one or more States have been promoted as models for others. Sometimes they have been enhanced to make them more effective and adaptable for wider use.

The occupational information system is implemented at the State level, where most economic development and program planning decisions are made. When the people who need the data are involved in its development, they are more likely to understand and use it. Thus, research and technical staff who produce data for State agencies, as well as State and local users, participate in decisions about system design and operation.

The NOICC/SOICC Network builds opportunities for broad participation in all major projects. Expanded committees, technical panels, and special work groups are formed in many States and at the national level to ensure that all relevant groups are represented and their views considered. This is essential if the information is to be both useful and used.

Exhibit A: National and State Statutory Committees

National Occupational Information Coordinating Committee members are the:

Undersecretary for Small Community and Rural Development,[2]
U.S. Department of Agriculture

Assistant Secretary for Economic Development,[1]
U.S. Department of Commerce

Assistant Secretary for Employment and Training,
U.S. Department of Labor

Assistant Secretary for Force Management and Personnel[1]
U.S. Department of Defense

Commissioner of Labor Statistics,
U.S. Department of Labor

Commissioner, Rehabilitation Services Administration,[2]
U.S. Department of Education

Assistant Secretary for Vocational and Adult Education,
U.S. Department of Education

Administrator, National Center for Education Statistics,
U.S. Department of Education

Director, Office of Bilingual Education and Minority Language Affairs,[2]
U.S. Department of Education

State Occupational Information Coordinating Committees consist of a representative from the:

State board administering vocational education

State economic development agency[2]

State employment security agency

State job training coordinating council

State agency administering vocational rehabilitation services

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[1] Added by the Job Training Partnership Act of 1982
[2] Added by the Carl D. Perkins Vocational Education Act of 1984

Forming the Network ◆◆2

In 1977, there were no precedents for organizing one Federal and 57 State intergovernmental committees to work together on the development and delivery of occupational information. NOICC's first major task — and its first major achievement — was establishing a State/Federal Network, with SOICCs operating in all of the States.

Initially, the National and State Committees had four statutory members (listed on facing page). However, nearly two-thirds of the SOICCs have extended their membership to include other agencies with an interest in occupational information. In October 1984, for example, about one-third of the SOICCs included representatives from higher education; more than 20 included State economic development or planning agencies. In 40 States, SOICC membership included four to seven agencies; ten SOICCs had eight or more members.

Changes in 1984

In October 1983, the Job Training Partnership Act (JTPA) of 1982 took effect, expanding NOICC's membership and mandates. Two statutory members were added to the Committee, representing the Departments of Commerce and Defense. Administrative arrangements for NOICC's operation also changed, and a new interagency agreement and memoranda of understanding concerning Committee operations were drafted.

The new labor legislation also affected State Committees, although their statutory membership remained the same. Under JTPA, State Governors were required to designate the SOICC or another organizational unit to be responsible for oversight and management of a statewide comprehensive labor market and occupational supply and demand information system. Involving the Governor was intended to highlight the importance of a well-coordinated and comprehensive State information system. Governors in 19 States designated responsibility for the system to the Job Service or employment security agency; 17 Governors selected the department within which the Job Service is located. Together, labor agencies accounted for 63 percent of the designated units.

Thirteen SOICCs received the designation. The remaining eight included two State job training coordinating councils, three Governors' offices (employment and training; policy development; planning), two State offices (planning and budget; planning coordination), and one Office of the Special Assistant to the High Commissioner. While SOICC operations remained basically the same in many States, for others the transition to JTPA was marked by changes in structure and staff.

Near the end of 1984, new legislation was passed that further expanded the NOICC/SOICC program. The Carl D. Perkins Vocational Education Act of 1984 added three statutory members to the National Committee and one to the State Committees (shown on facing page). In March 1985, National Committee members approved a new interagency agreement (presented in Appendix C of this report). While the Network's mandates have increased, its central mission remains focused on promoting a coordinated and systematic approach to the development, delivery, and use of occupational information.

Reaching the Network

Improving communication and coordination are by-words in the NOICC/SOICC Network — and by-products of many activities described in this report. The Committees have made a continuous effort to reach an expanding community of individuals and organizations with an interest in occupational information.

Nearly all SOICCs offer some clearinghouse services. More than 25 publish newsletters, sent to more than 30,000 data producers and users in their States. Other State Committees use publications of member agencies to circulate information about existing products and services. At least two use electronic mail.

NOICC keeps the Network posted on research, publications, and programs through its Administrative and Information Memoranda Series. It is presently exploring the possibility of an electronic mail system for the Network. State Committees also receive guidance in carrying out their administrative responsibilities through a **SOICC Directors' Guide**, which was published in 1981 and updated in May 1985.

Since 1978, NOICC has sponsored a yearly conference to promote the exchange of ideas and information among National and State Committee members and staff. The seventh annual SOICC Conference attracted almost 200 participants from 54 States and territories. It was hosted by the Kentucky SOICC and held in Lexington in May 1984. Approximately 250 persons attended the eighth annual SOICC Conference, held in Denver, Colorado, in June 1985. The conference was held in conjunction with the national conference of State vocational/career guidance supervisors and a meeting of the Interstate Conference of Employment Security Agencies' labor market information committee.

Core Developments ◆◆3

Building a Framework

NOICC's primary goal is to help States develop and implement an occupational information system (OIS) that addresses the needs for labor market information among:

- planners and administrators in vocational education, vocational rehabilitation, and job training programs
- individuals who are exploring careers or seeking employment

One of the first tasks the Committee faced was to define the basic concept and components of the system. Working with the States and its member agencies, NOICC undertook a series of projects that established a framework and identified major sources of data for the OIS. These pioneer efforts led to the development of the **Occupational Information System Handbook.** Published in 1981, the Handbook provided States with a comprehensive technical reference and procedural guide to assist them in developing an OIS.

Crosswalks to Classifications

To facilitate the use of existing sources of occupational information, NOICC also supported the development of a special crosscoding instrument, called the crosswalk. A computerized data base, it can be used to link key sources of occupational information with each other and with vocational education programs.

The crosswalk shows the relationships among the major classification systems used by State and Federal agencies that collect data on education and occupations. It is one of the primary aids for relating and analyzing data from different sources using different codes and titles. It has provided a resource for the education and training community to use in developing curriculum, reporting data, and preparing information to aid in program planning. Increasingly, the crosswalk is being used as a resource in vocational rehabilitation, counseling, affirmative action, and research.

Created initially to match vocational education programs with related occupations, the crosswalk is based on a number of State and Federal crosscoding instruments. It gained wide recognition and use through the publication of **Vocational Preparation and Occupations** (VPO). The VPO explains the classifications in the crosswalk, provides technical references to facilitate their use, and presents extensive tables, with information from the crosswalk organized by vocational program. In FY 1983, NOICC updated the crosswalk and issued the Third Edition of the VPO, now in its second printing at the U.S. Government Printing Office.

Like the tables in the VPO, many types of resources can be produced from the crosswalk. Because it is a computerized data base, it is possible to select and organize information to meet a variety of specific needs. The data base also can be expanded and updated readily to accommodate changes in the classifications. In 1983, because the crosswalk data base had grown substantially and its use was increasing, a National Crosswalk Service Center was established. Operated by the Iowa SOICC under a grant from NOICC, the Center is responsible for maintaining and updating the data base and providing crosswalk products and services for the Network.

Working with NOICC and Federal agencies, the Crosswalk Center staff keep the crosswalk up-to-date, incorporating new or revised classifications as they are issued. They provide SOICCs and other agencies with commonly used standard runs and special tabulations from the crosswalk and assist them in interpreting the classification systems and relationships between them. The Crosswalk Service also serves as a repository for current and historical classification and cross-classification resources related to education and work.

Encouraging Standardization

The crosswalk is one means of addressing issues related to the use of different classification systems. NOICC has also encouraged efforts of Federal agencies to move toward greater standardization among the systems. In recent years, for example, the Department of Education replaced two systems with a single Classification of Instructional Programs (CIP). The Occupational Employment Statistics (OES) program of the Bureau of Labor Statistics and the Census have shifted to occupational classification systems based on the 1980 Standard Occupational Classification (SOC).

To lend support to these initiatives, NOICC developed materials and training programs that helped States use the 1980 SOC and the CIP. For example, regional and State VPO training sessions in 1983 included instruction in classifying vocational education programs using CIP codes and titles. In 1984, occupations in the new supplement to the **Dictionary of Occupational Titles** (DOT) were added to the crosswalk. NOICC staff, working with the Department of Education, matched them to appropriate CIP vocational programs. The Crosswalk Service added the new SOC-based OES codes and titles to the crosswalk early in 1985.

NOICC also helped State career information delivery systems use the SOC by funding the preparation of complementary occupational descriptions designed for use in career guidance and exploration. In 1984, the Crosswalk Service updated these materials, now entitled **SOC Career Profiles.** The occupational narratives and coded data have been entered in the computer in data base form for flexibility in producing customized reports for users and can now be used in conjunction with the crosswalk data base. Crosswalk Service and NOICC staff are designing formats for standard reports tailored to the needs of career information delivery systems. Sample formats were distributed at the 1985 SOICC Conference.

Clustering Data

Information relating employment demand to the supply of qualified workers in an occupation is useful in assessing employment and training opportunities. It is also extremely difficult to prepare. In 1981, the **OIS Handbook** (Volume 2) explained technical issues in assembling and analyzing supply/demand data. It also described the concept of presenting the information in units, or clusters, of related instructional programs and occupations, with supplementary information and analysis.

In its developmental work on units of analysis, the NOICC/SOICC Network has made a unique contribution. It formulated procedures for relating supply data from training institutions to data on employment demand in related occupations, using the crosswalk. The data can then be organized and presented in a form that is especially useful for program planning. In 1982, NOICC issued a comprehensive **Guide to Forming Units of Analysis,** which explained these procedures.

Following publication of the Guide, several SOICCs requested and received on-site technical assistance in developing units of analysis appropriate to their State. Based on their experience, NOICC worked with the Departments of Education and Labor to develop materials that expedite the preparation of clusters in other States. Completed in 1984, these national prototypes provide a starting point for defining State-specific units. Part of the process has been automated to reduce the time and labor involved in developing, reviewing, and updating clusters. By the end of 1984, NOICC had provided technical assistance to 12 States and is continuing to assist others on request in 1985.

Linking Military/Civilian Data

In 1982, the Department of Defense requested NOICC's assistance in developing military occupational and career information in a form that was compatible with civilian career information resources. As a result, all military occupational and training specialties across all of the service branches are now linked with their civilian counterparts. This data base was used to prepare two career counseling resources. They are described in Part 5 of this report, as are related projects to integrate military occupational and training data into computerized career information delivery systems.

NOICC continues to provide technical assistance on various military-civilian career information projects. In 1984-85, the Committee worked with the Department of Defense to provide SOICCs with data on persons separating from the military services. The information will include DOT and military occupational specialty data for persons leaving the services in 1984-85. It will be provided to the States in print copy or tape format, updated and issued on an annual basis.

Data Base Development

Over the years, NOICC and the SOICCs have participated in many efforts to improve the OIS data base. They have contributed funds or services to help member agencies maintain or enhance key data collection programs, such as the Occupational Employment Statistics (OES) program. In June 1985, more than 15 SOICCs indicated they were providing some type of service or support for the OES program in their States.

Measurement issues are an important concern in developing an OIS. They include such problems as gaps in the data base, gaps within a single data source, and duplication between sources. In one of several efforts to address these issues, NOICC awarded a grant to the Iowa SOICC to prepare a guide for collecting employment data for agriculture and agribusiness. The guide outlines procedures similar to those used in the OES program, which does not collect information on the agricultural sector. In 1984-85, several States reported that they were planning or had begun to develop agricultural employment projections, using these procedures.

To help States reduce gaps in information on occupational training supply, NOICC arranged for SOICCs to receive data on trainees completing Job Corps programs. Each SOICC receives a special tabulation, prepared annually by the Job Corps, that provides information on trainees returning to their State.

Another issue in developing an OIS is the geographic level at which data are available. For example, a common concern for many States has been the lack of information on the employment outlook for planning at the local level. In 1983, under a grant from NOICC, the Utah SOICC prepared computer software to help States produce estimates of occupational employment for substate areas. The estimating methods it employs were developed by the New Jersey Department of Labor and Industry, using related research in Texas, Colorado, Oregon, and Utah. Called OASIS, the system is used to generate substate estimates from statewide OES survey data files. Two versions were prepared to accommodate the two OES estimating systems now in use.

National Training Initiatives

NOICC has developed training programs and materials tailored to specific needs of its member agencies, State Committees and a broad community of producers and users of occupational information. New technical aids, developed to help States prepare and deliver occupational information, have been introduced at national conferences or special training sessions for SOICCs and other intended users. In 1981, for example, two national conferences provided training on the **OIS Handbook** for State and Federal agency representatives and SOICC staff. The training package itself was designed for SOICCs to use in developing State OIS training activities.

Similar materials and extensive training focused on the use of the **Third Edition VPO** and developing units of analysis. NOICC cooperated with the Department of Education to provide VPO training for the Department's 1983 regional conferences for State vocational education staff. In addition, three multi-State VPO workshops and 16 sessions for individual States, Federal agencies, and national organizations were held in 1983 and 1984.

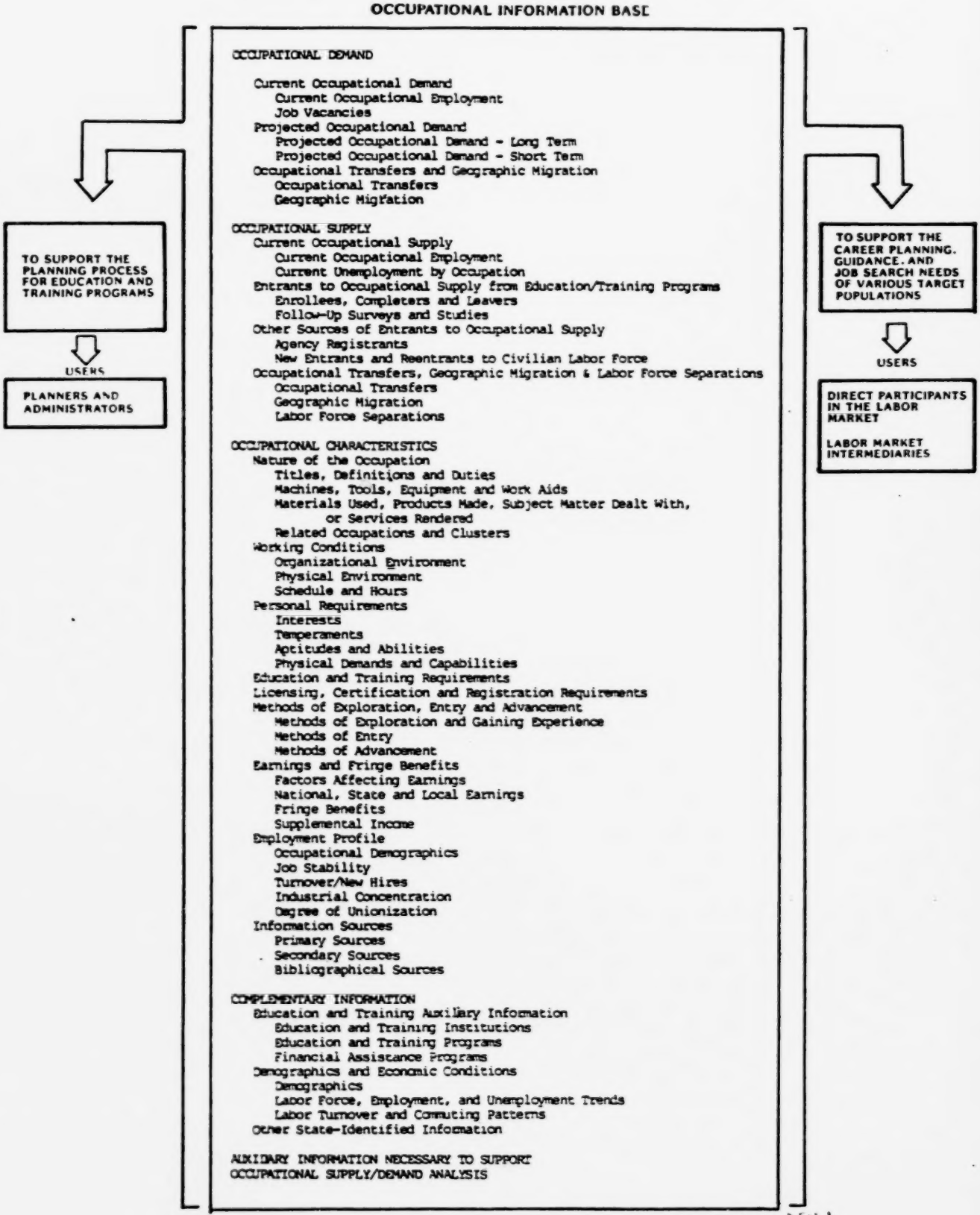
Other training programs have been designed to increase awareness and use of occupational and labor market information. In recent years, two key projects have been directed at helping counselors and teachers understand and use the concepts and information in the **Occupational Outlook Handbook** and similar resources available from public agencies. These projects are described in Part 5 of this report. In 1984, work began on a similar training effort to promote the use of occupational and labor market information in program planning, as reported in Part 4.

Delivery Systems

The occupational information system has an extensive data base (shown in Exhibit B, next page). From these data, information can be prepared for different purposes and user groups, such as the two indicated in Exhibit B. NOICC has provided specific technical support to help States organize and deliver information for these two purposes: program planning, and career guidance and exploration. States develop and deliver information for these purposes, using data and media appropriate to specific needs and users in their State. In general, the information is updated regularly, and training is provided in its use. Highlights of these activities are noted briefly in Parts 4 and 5 of this report.

EXHIBIT B:

OIS INFORMATION BASE AND THE TWO MAJOR USES OF OCCUPATIONAL INFORMATION



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Information for Program Planning ◆◆4

In keeping with its mandates, NOICC has promoted the development of occupational information systems to assist program planners in vocational education and job training at the State and local level. The systems are designed to provide comprehensive information on:

Supply: the number of individuals completing institutional training
Demand: projected employment in occupations related to the training
Characteristics: information on wages, working conditions, major industry employers, program placement rates, employment service applicants and openings, etc.
Analysis: interpretation of supply/demand relationships

This information can help planners decide whether to offer a program in a particular institution or community. It can help them detect potential trouble spots in program performance or assess employment prospects for program participants.

Usually, State employment security agencies do most, if not all, of the technical and analytical work involved in preparing supply/demand information. They are also the basic source of data on demand and on the unemployed. Institutional supply data come from the reporting systems of several agencies, such as vocational education, vocational rehabilitation, JTPA programs, Job Corps, military services, and public and private postsecondary schools.

Automated Delivery

Many States deliver information for planners in supply/demand reports, issued on a regular schedule. However, an increasing number of States are moving to computerized delivery systems, as indicated in Exhibit C (next page). The first automated systems, developed between 1980 and 1982, used mainframe computers and OIS software prepared especially for the State. Three types of mainframe systems were introduced: one used the computer to generate reports; another employed a batch process, and the third was an interactive model.

In 1982, NOICC initiated a program to help other States implement a comprehensive, computerized OIS by adopting an existing State model. Through a contract with the National Governors' Association (NGA), eight States received technical assistance in adopting other State systems. In 1983, three States received larger grants for the same purpose. While some were notably successful, the effort was unexpectedly complex and costly for the States. The experience suggested that efforts to transport systems designed for specific mainframe computers, using software packages tailored to one State's needs, were likely to meet with limited success.

The difficulties of adapting a mainframe OIS for use elsewhere and the rapidly increasing capabilities of microcomputers prompted a new national effort in 1983. Working with NGA and eight State Committees, NOICC initiated development of a microcomputer OIS for planners. A test version was demonstrated in February 1984 at a national OIS technical conference. Approximately 80 representatives from 26 States attended.

EXHIBIT C
OCCUPATIONAL SUPPLY/DEMAND DATA FOR PROGRAM PLANNING, BY STATE
(June 1985)

State	1 Report Date	2 Delivery By	3 Presentation	4 Sub-state S/D data	5 OES Projections Base Year	5 OES Projections Target Year	6 Higher Ed (4-Year) Programs Included
Alabama	6/85	p	clus	yes	1980	1990	
Alaska		mc*	clus*		1984	1989	
Arizona	1984	mc* p	clus* prog	yes	1985	1990	
Arkansas	1984	mc* p	clus*	yes	1982	1995	
California	12/82	p	occ	yes[1]	1980	1990	
Colorado	1984-88	mc p	clus	yes	1980	1988	
Connecticut	FY 1985	M* mc* p	clus* prog		1980	1989	
Delaware		M mc*			1982	1990	
D.C.					1985	1990	
Florida	4/84	M p	clus	yes	1985	1990	
Georgia	6/30/84	mc* p	clus*		1980	1990	
Guam	5/82	p	occ		1980	1985	yes
Hawaii	1985	mc	clus	yes	1980	1990	
Idaho	1985	mc	clus		1982	1990	
Illinois	4/85	mc* p	clus		1980	1990	yes
Indiana		mc*	clus*		1980	1990	
Iowa	4/85	mc p	clus	yes	1984	1995	
Kansas	8/84	mc* p	clus		1982	1990	
Kentucky	1985	mc p	clus	yes	1978	1985	
Louisiana		mc* p	prog	yes	1978	1985	yes
Maine	1985	M	clus	yes	1980	1990	
Maryland	1985	p	occ	yes[1]	1982	1990	
Massachusetts				yes	1982	1995	
Michigan	Winter 85	M* p	clus	yes	1980	1990	
Minnesota	2/85	mc* p[1]	clus* occ		1980	1990	
Mississippi	1984/85	M mc* p	clus	yes	1982	1995	yes
Missouri	12/84	mc p	clus	yes[2]	1982	1990	yes
Montana	9/84	mc* p	clus		1982	1990	yes
Nebraska		mc*	clus*	yes	1983	1987	yes
Nevada	1985	mc* p	prog	yes	1983	1990	
New Hampshire	10/83	mc* p	occ	yes	1979	1990	yes
New Jersey	1985	mc* p	clus*	yes	1982	1990	
New Mexico	6/85	p[3]	occ	yes	N/A		
New York	1982	p	prog	yes	1980	1987	
North Carolina		mc*	clus*		1981	1990	
North Dakota	1985	mc	clus		1982	1990	
Ohio	1985	M* p	prog	yes	1980	1990	
Oklahoma	1/84	mc* p	clus	yes	1982	1990	
Oregon	1984	mc* p	clus	yes	1981	1990	yes
Pennsylvania	1984	mc p	clus		1980	1990	yes
Rhode Island	1984	mc p	clus		1980	1990	
South Carolina	1985	p	prog	yes	1980	1990	
South Dakota	1985	p	occ	yes[1]	1980	1990	yes
Tennessee	1983/84	mc	clus	yes		1990	
Texas	Spring 85	p	prog		N/A		yes
Utah	6/84	p	occ	yes	1984	1989	
Vermont	1/84	p	clus		1982	1990	yes
Virginia	11/84	p	clus	yes	1980	1990	yes
Washington	1985	mc p	clus		1984	1989	yes
West Virginia	7/85	mc* p	clus		1981	1993	
Wisconsin	1984	mc* p[1]	clus* occ	yes	1980	1990	
Wyoming	1985	mc p	clus	yes	1983	1992	

KEY

Column 2 (Delivery):

M = interactive mainframe computer system
mc = microcomputer delivery system
p = printed material
* = system being implemented, not yet operational

Column 3 (Presentation):

clus = cluster of programs & occupations
prog = single programs
occ = single occupations
* = development in progress

Column 5 (OES Projections): NA = Not available in publication listed

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Notes

American Samoa, Puerto Rico and the Virgin Islands have projects underway to develop projections of occupational demand.

1Demand only
2Supply and characteristics data only
3Employment service applicants & openings data only

Patterned after the Missouri and Maine systems, the Micro-OIS also incorporates the best features of several other State systems. It can be adapted for use in any State, as an alternative or as a supplement to a mainframe system. Its development is proving particularly important for States that do not have sufficient access to a mainframe computer system or the resources to develop their own OIS software.

The Micro-OIS is cost-effective and relatively easy to update and manage. It offers the advantages of computerized delivery to local jurisdictions without the expense of long-distance telephone charges involved in on-line computer use. It can be used to produce comprehensive supply/demand publications for Statewide distribution or reports for selected areas. The interactive access routine enables planners to request specific information directly or through a structured search.

In 1984, NOICC issued a third round of OIS technical assistance grants for States to adopt either another State-developed system or the Micro-OIS. All 12 States that were awarded funds matched their grants with State funds that amounted to at least 50 percent of the grant. All proposed to implement the Micro-OIS. Several other States are implementing the system on their own.

In May 1985, NOICC awarded a fourth round of grants to 14 States for implementing the Micro-OIS. The Committee also established the National Crosswalk Service Center as the repository for the various State versions. This will foster the exchange of information on variations and innovations among the States. NOICC staff have further supported State OIS development with on-site technical assistance to 11 States in 1984-85.

Status of State Supply/Demand Data

All States produce labor market information, including projections of employment demand and employment service data on job applicants and openings. Many States also provide reports, specifically designed for use in program planning, which display institutional supply data with related occupational information. For the second time, as part of its annual supply/demand review, NOICC staff included a formal examination of State supply/demand products. The most recent reports or computer diskettes as of June 1985 were reviewed. Some of the results are displaved in Exhibit C on page 14. Exhibit C also includes information available to NOICC staff on States implementing new systems.

NOICC's findings indicate that 34 States will have a microcomputer-based system; of these, 12 are operational. Four States have interactive mainframe computer systems, and 3 are implementing one. Forty States provide data in printed materials or reports; many use computers to produce part or all of the data. Some States that have published reports in the past are now converting to computerized delivery. Thirty-one States use more than one means of delivering information for program planning. Column 2 in Exhibit C lists types of delivery currently employed or being implemented in each State.

NOICC has encouraged States to present supply/demand information for clusters of related vocational programs and occupations. Clusters that display both programs and occupations enable the user to refer to other labor market information, such as program placement rates or characteristics of occupations. These data are useful in

analyzing and interpreting the supply/demand numbers. As of June 1985, 26 States were using clusters, as compared with 11 in 1983-84. Nine States were presenting data for single occupations, and 8 for single programs. Some of these States are now developing clusters to be used in systems they are implementing. Column 3 in Exhibit C indicates how data are presented in each State.

Data for program planning at the local level are available in 32 States (shown in column 4 of Exhibit C). The information provided may be for such substate areas as local planning districts, counties, or JTPA service delivery areas. Column 5 shows the year on which the most recent State occupational employment projections are based and the period for which they are applicable. These projections have been published, but they may not have been incorporated yet in the supply/demand report.

Many States recognize the importance of supply from institutions of higher education, as well as secondary and postsecondary programs. Others also consider demand for occupations that require relatively long preparation time. Fifteen States have expanded their OIS to include data on supply from degree programs that require 4 or more years to complete, and their related occupations (shown in column 6).

At least 27 of the systems reviewed include analytical information to help planners interpret statistics presented on training supply and projected occupational demand. Data on wages and on employment service applicants and openings are the most common types of analytical information included. Seven State systems feature a narrative analytical statement for each cluster, while others include a broad overview, rating, or ranking of the various clusters.

Reaching Users

Both NOICC and State Committees have helped planners find out what information is available and how it can be used. NOICC has directed its efforts at State and Federal agency staff concerned with the preparation and use of data for program planning. It also helps SOICCs reach users through train-the-trainer activities and materials to support State training efforts.

In 1982 and 1983, NOICC's training activities focused primarily on program planning in vocational education, as mentioned earlier. As part of the OIS implementation project with NGA, NOICC also sponsored the preparation of a basic resource for State and local planners. "An Introduction to Using an Occupational Information System: Reference for Program Planning" won high marks from Federal and State leaders in vocational education and job training, labor market analysts, and SOICCs.

In 1984, NOICC, NGA, and the Employment and Training Administration launched a cooperative project focused primarily on training and materials for planners of JTPA programs. "Using Labor Market and Occupational Information in Human Resource Program Planning" was drafted and used in four regional workshops for SOICCs, State and local JTPA staff, and employment security agency research staff. Their suggestions were incorporated in the final document, which was distributed in July 1985. It includes a basic text on labor market concepts, data sources, and uses; a case study and exercises; a trainers' guide; and technical appendices.

Career Information Delivery ◆◆5

Individuals who are exploring career options, making plans for related education or training, changing careers, or seeking employment need reliable occupational and educational information. NOICC's mandates call on the Committee to address these needs. In responding, the NOICC/SOICC Network has helped provide career information to millions of individuals.

Statewide Systems

Whereas occupational information systems for program planners were virtually nonexistent when NOICC was established, a number of States and private vendors had already developed career information delivery systems (CIDS). To increase public access to current, reliable, and locally relevant information, NOICC promoted the development of Statewide systems. The Committee provided technical support and encouraged States to use existing models.

Through a special grants program, begun by the Department of Labor and transferred to NOICC in 1979, 30 States received Federal incentive funds for system development, 21 of them from NOICC. Grantees matched their awards dollar for dollar, and at least 10 more States have launched systems with State and private support. Based on SOICC reports, NOICC estimates that these Statewide CIDS served nearly 5 million individuals at approximately 13,000 sites in 1984-85.

Designed as a counseling aid, CIDS help individuals match personal characteristics, such as their interests, abilities, educational goals, and experience with compatible job and career possibilities. As a rule, they provide national, State, and local information on civilian occupations, educational institutions, training programs, and apprenticeships. Many include information on sources of financial aid, major employers in the State, or job listings posted with the State employment security agency. A majority now include military occupational and training information.

Diversified Delivery

Increasingly, Statewide systems are using more than one means of delivering career information to serve a broad spectrum of users economically and effectively. Most feature computer-based delivery, using microcomputers, time-share or mainframe computers, and various types of software. Microfiche, books, other printed materials, and needlesort are commonly employed either to support computerized delivery or as an alternative to it. The information is made available at institutional sites, about 60 percent of them in secondary schools. Others are located in community colleges, vocational-technical schools and other educational institutions, employment service offices, vocational rehabilitation agencies, libraries, correctional facilities, community-based organizations, and private industry.

According to SOICC reports in June 1985, 41 States have a Statewide computer-based CIDS. Those States are listed in the table in Exhibit D on page 18, with the media they use to deliver information and the total number of institutional sites. As noted in Exhibit D, the table does not include other public or commercial career information resources, including computerized systems, which are available in virtually every State.

EXHIBIT D
STATEWIDE, COMPUTER-BASED CAREER INFORMATION DELIVERY SYSTEMS
(as reported by SOICCs in June 1985)

STATE	MEDIA USED TO DELIVER INFORMATION						NUMBER OF USER SITES
	M	mc	mc+	ns	p	f	
Alabama	M				p		319
Alaska	M		mc+	ns	p		240
American Samoa				ns	p		9
Arizona	M	mc	mc+			f	191
Arkansas			mc+			f	643
Colorado	M		mc+		p		180
Connecticut	M						152
Delaware	M						190
D.C.	M			ns	p		16
Florida	M	mc	mc+		p	f	199
Georgia	M		mc+	ns	p		183
Hawaii	M	mc		ns	p		95
Idaho	M		mc+	ns	p		139
Illinois	M		mc+	ns	p		291
Indiana	M	mc					400
Iowa	M	mc	mc+	ns	p	f	692
Kansas		mc					307
Louisiana	M	mc					101
Maine	M	mc					154
Maryland	M		mc+			f	380
Michigan	M	mc	mc+		p	f	2350
Minnesota		mc	mc+		p		212
Montana	M		mc+	ns	p		70
Nebraska		mc	mc+	ns	p		288
New Jersey	M						116
New Mexico	M	mc					43
North Carolina			mc+		p		299
North Dakota		mc					89
Ohio	M						481
Oklahoma	M		mc+	ns	p		850
Oregon	M	mc	mc+	ns	p		332
Puerto Rico		mc					77
Rhode Island		mc					16
South Carolina	M					f	313
Tennessee		mc	mc+			f	333
Utah	M	mc			p		89
Vermont	M						54
Virginia			mc+		p	f	1138
Washington	M	mc	mc+	ns	p	f	242
Wisconsin	M	mc	mc+		p		577
Wyoming	M		mc+	ns	p		57

Key for Media Used To Deliver Information

M = mainframe, time-share or on-line computer system
mc = microcomputer (full delivery system)
mc+ = micro search plus books or microfiche
ns = needlesort
p = printed materials
f = microfiche

NOTES

Career information is available in virtually all States through a variety of public and commercial resources, including computer-based systems. Only the 41 States that have a SOICC-recognized, computer-based CIDS are listed in the table. Of the 16 States not listed:

1) 13 did not have a computer-based, Statewide system in operation as of June 1985: Guam, Kentucky, Massachusetts, Mississippi, Nevada, New Hampshire, Northern Mariana Islands, Pennsylvania, South Dakota, Texas, Trust Territory of the Pacific, Virgin Islands and West Virginia. Of these, several are considering adding some type of microcomputer-based career information delivery.

2) In California, Missouri and New York, several large computerized systems, both public and commercial, are in operation, but the SOICC has not designated any as the Statewide CIDS.

To increase public access to career information, several States sponsor toll-free telephone hotlines, resource centers, or job and career fairs. Nearly all use publications — developed by various State agencies, other organizations, or the SOICC — to provide information on a Statewide basis. Exhibit E on page 20 lists some common State career information resources noted in SOICC reports in 1984-85.

Among the most popular publications are job and career information newspapers. Printed in economical tabloid format, they are sometimes circulated as a supplement to regular newspapers reaching large urban and rural areas. They may also be distributed through State library systems, education agencies, or job training networks. In the past five years, at least 24 States have published a tabloid, through the SOICC or other agencies in the State. Three States — Oklahoma, Pennsylvania, and Tennessee — have enlisted the help of the National Guard to deliver copies to counselors throughout the State. Colorado and Nevada SOICCs have produced tabloids at little cost to the State other than staff time needed to prepare the information; local newspaper publishers and advertising supported the printing and distribution expense.

Directories of occupations that require a license, registration, or certification are another common career information resource, available in at least 28 States. More than 30 States have prepared directories with information on public or private schools, vocational programs, sources of training, or financial aid available in their State. Thirteen States have published job hunters' guides to assist persons seeking employment. Others have produced State occupational outlook handbooks, career information almanacs, occupational briefs, or other types of resources.

Expanding the Information Base

Two new career counseling resources, produced by the Department of Defense in cooperation with NOICC, have improved the availability of information on military career and training opportunities. One is "Military Occupational and Training Data (MOTD)," designed for use by developers of career information resources.

MOTD contains both narrative and coded data on military occupational and training specialties. It is written at approximately an eighth grade reading level. Occupational titles are based upon the Standard Occupational Classification 3- or 4-digit unit groups, and joint-service, composite information is provided for 134 enlisted and 76 officer occupational areas. MOTD is available from the Department of Defense Manpower Data Center in both tape and print formats.

With funding from the Department of Defense, NOICC awarded grants for integrating MOTD into computerized career information systems in 26 States in 1984. These States' integration efforts are being evaluated by an independent third party in a research project monitored by the Oregon SOICC. Information obtained from the evaluation is reflected in the updated MOTD, released in May 1985. Six States received grants in 1985 to integrate MOTD into career information delivery systems.

A second career counseling resource developed in 1984 is the **Military Career Guide: Employment and Training Opportunities in the Military.** This document is a compendium of information on enlisted occupations and training, designed for students to use in exploring military careers. The Guide was distributed in May 1985 to more than 19,500 secondary and postsecondary schools and to recruiting stations nationwide. It was developed with the assistance of three major work groups, including a civilian task group organized by NOICC.

EXHIBIT E
COMMON TYPES OF STATE CAREER INFORMATION RESOURCES
(Source: SOICC reports in 1984-85)

The career information resources listed below were produced by a variety of State agencies, other organizations, or SOICCs in recent years. They represent only a few of the many types of career information resources available in the States. More specific information on resources produced in a particular State is available from the SOICC. Types of information contained in the publications listed below may also be provided by Statewide computer-based career information delivery systems.

DIRECTORIES

Licensed or registered occupations, published in at least 28 States:
Alabama, Arkansas, Colorado, Delaware, District of Columbia, Florida, Guam, Iowa, Kentucky, Louisiana, Massachusetts, Michigan, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia and Wyoming.

Public or private schools and/or training programs, produced in at least 29 States:
Colorado, Connecticut, District of Columbia, Florida, Georgia, Guam, Idaho, Illinois, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, South Carolina, Texas, Trust Territory of the Pacific Islands, Utah, Vermont, Washington and Wisconsin.

Sources of financial aid, published in at least 15 States:
Idaho, Iowa, Michigan, Minnesota, Montana, Northern Mariana Islands, Pennsylvania, South Carolina, South Dakota, Texas, Trust Territory, Utah, Washington, Wisconsin and Wyoming.

Sources of occupational information, produced by many States, among them:
Arizona, Arkansas, Connecticut, Georgia, Guam, Hawaii, Illinois, Indiana, Iowa, Louisiana, Massachusetts, Michigan, New Mexico, New York, North Carolina, Northern Mariana Islands and Puerto Rico.

GENERAL RESOURCES

Job/career information tabloids, published in at least 24 States:
Alabama, Colorado, Delaware, Florida, Georgia, Guam, Hawaii, Iowa, Michigan, Minnesota, Nebraska, Nevada, North Carolina, North Dakota, Northern Mariana Islands, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah and Washington.

Job seekers' guides, produced by at least 13 States:
American Samoa, Arizona, Arkansas, Florida, Hawaii, Iowa, Massachusetts, Nevada, New Mexico, New York, Texas, Utah and Washington.

Occupational briefs, career guides, State occupational outlook handbooks, career information magazines, or special resources for counselors, produced in many States, among them:
Alabama, California, Florida, Hawaii, Maine, Massachusetts, New York, Ohio, South Carolina and South Dakota.

Resource centers offering a variety of services and information are operating in at least 21 States:
Alabama, American Samoa, Arizona, Colorado, District of Columbia, Hawaii, Louisiana, Maine, Nebraska, New Hampshire, New Jersey, New York, Oklahoma, Puerto Rico, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont and Washington.

Toll-free telephone hotlines providing career information are operated by at least 7 States:
Connecticut, Florida, New Jersey, Rhode Island, Texas, Utah and Virginia.

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Both MOTD and the **Military Career Guide** were produced from the Military-Civilian Occupational Crosscode Data Base, developed by the Department of Defense and NOICC. Currently NOICC and DoD are exploring the feasibility of using the crosscode data base to produce "career path information." This would provide school counselors and young people with more detailed information about career progression or advancement possibilities of enlisted service members within individual occupational areas. A grant was awarded to the Texas SOICC, which is working with the Texas Employment Commission and a private firm to conduct this study.

Audiovisual Enhancements

In 1984, Colorado, North and South Carolina SOICCs, and NOICC worked together to enhance the delivery of career information with an economical audiovisual system, using microcomputer and videotape technology. The system, which is now being tested, has a search routine that allows users to identify occupations that match their interests and aptitudes. Information about an occupation can be obtained in narrative form on the computer display terminal, printed out in hard copy, and illustrated in a 30-second videotape presentation. The videotape includes national information on 200 occupations. The system can be modified to include State-specific information, interest/aptitude inventories, and question/answer routines.

Another new program, developed in Vermont, enables visually impaired individuals and slow readers to explore career options with the assistance of a talking computer. Users are talked through a career search, answering a series of career-related questions. Their answers are then matched to some 12,000 occupational profiles, and a list of suitable occupations is generated. Information on each occupation is provided on request. The system, which runs on a microcomputer, was designed in cooperation with the Vermont Division for the Blind and the SOICC. Pilot tests are now in progress.

CIDS Exchange

NOICC has fostered the development of State CIDS by providing opportunities for the exchange of expertise, information, and ideas among system developers and users. Five major technical workshops and two national conferences (one in 1984) have been held in cooperation with other sponsors.

The 1984 session was a national invitational conference on career counseling and guidance in the computer age. It was a first step in bringing together national representatives of the professional communities concerned with career information development, delivery, or use. Co-sponsored by nine professional associations, it attracted nearly 300 leaders in vocational guidance and counseling, career education, and career information delivery.

The three-day session, hosted by the South Carolina SOICC, gave participants a glimpse of information delivery in a high-tech future. In keeping with the meeting's focus on innovative delivery of information, conference hosts videotaped the proceedings and captured highlights in a 20-minute videotape. A similar conference is planned for December 1985. It will be held in Atlanta, Georgia, prior to the American Vocational Association's annual convention.

Training for Counselors

One of the NOICC/SOICC Network's major efforts is a training program to help counselors understand and use labor market information in career guidance. More than 8,000 counselors in 47 States and territories have received inservice training through the "Improve Career Decision Making (ICDM) Project." The project was initiated in 1980 by the Employment and Training Administration (ETA) and was sponsored jointly by ETA, NOICC, and, more recently, the Department of Defense.

In 1984, ten States received grants to conduct ICDM inservice training. Four States offered the training without Federal grants. The ICDM curriculum was revised, and two national train-the-trainer sessions were held for State ICDM teams. A Pacific Consortium, led by Hawaii, delivered training by videotape and satellite conferences in American Samoa, Guam, and the Trust Territory.

The success of the inservice training prompted two new ICDM efforts in 1983. A preservice project, funded by the Department of Defense, is producing curriculum materials for educators to use in college and university counseling courses. The materials were reviewed by a panel of educators, counselors, and labor market information specialists. They were revised and pilot tested in selected university counselor education programs during the 1984 fall semester. An evaluation report on the pilot test has been prepared, and publication of the text is slated for fall 1985.

NOICC and the Rehabilitation Services Administration jointly funded a project to produce an ICDM curriculum designed for rehabilitation counselors. The project was conducted by the University of Northern Colorado. It produced a training curriculum, the "ICDM Program Training Manual." In the spring of 1984, a training session was held for trainers from the Regional Rehabilitation Continuing Education Programs, who then began offering the course at their institutions in the summer.

In 1982, NOICC and the Departments of Education and Labor initiated a project responding to the Career Education Incentive Act. The project, under a grant to the New York SOICC, has developed a training guide to help teachers incorporate concepts and information from the **Occupational Outlook Handbook** into the basic curriculum. The guide can be used with teachers of kindergarten through grade 12. It has been field tested, and major revisions were completed in 1984. It will be published in 1985.

Financial Report ◆◆6

Federal funds for the NOICC/SOICC program, as specified in the legislation, are provided by the Departments of Education and Labor. Their allocations for basic NOICC support in FY 1984 covered a nine-month transition period (October 1, 1983 - June 30, 1984) in which NOICC moved to a Program Year base. In PY 1984 (July 1, 1984 - June 30, 1985), the Department of Labor contributed $3,000,000 and the Department of Education contributed $2,243,000 for NOICC operations. The Department of Defense also provided $1,250,000 for joint NOICC/Defense activities in PY 1984. Federal allocations since FY 1980 are presented in Exhibit F (below).

Exhibit F: Sources of Funding for NOICC
(Dollars in Thousands by Fiscal Year)

	1980	1981	1982	1983	FY[1] 1984	PY[1] 1984
Labor Department	5000	5000	3000	3000	2250	3000
Employment and Training[2]		95	70	169	477	30
Employment Standards[3]						138
Education Department	3012	3000	2243	2153	2243	2243
Special Projects[4]		100		5		
Department of Defense[5]			1057	290	1600	1250
TOTAL	8012	8195	6370	5617	6570	6661

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1 FY 1984 funding was for October 1, 1983 - June 30, 1984. PY 1984 funding was for July 1, 1984 - June 30, 1985.

2 The Employment and Training Administration transferred $811,000 to NOICC from FY 1981 - 1984 for the Improve Career Decision Making (ICDM) Project. In PY 1984, they transferred $30,000 for training in the use of labor market and occupational information in program planning.

3 The Employment Standards Administration funded development of wage data to meet Davis-Bacon requirements and for possible use by States in an OIS.

4 In FY 1981, the Division of Career Education transferred $100,000 to NOICC for a joint project in response to the Career Education Incentive Act. In FY 1983, the Rehabilitation Services Administration transferred $5,000 to NOICC for a special ICDM project.

5 From FY 1982 through PY 1984, the Department of Defense transferred $4.197 million for joint NOICC/DoD projects. They included the integration of military occupational and training data into career information delivery systems, ICDM inservice and preservice projects, and other occupational information development and dissemination activities.

Grants for States

NOICC has made State Committee efforts a priority, allocating about 84 percent of its funds to the SOICCs. Since FY 1978, NOICC has allocated almost $48 million of its $57 million funding to State Committees.[1]

Only 6.8 percent of NOICC's total expenditures have been for management and administration of the National office.

NOICC awards grants on the basis of program priorities as well as need and availability of funds. It supports State activities through two major grant programs:

1 **SOICC Basic Assistance Grants** support SOICCs, SOICC staff leadership, OIS implementation and training, and other activities covered by the Job Training Partnership Act of 1982 and the Carl D. Perkins Vocational Education Act of 1984.

2 **Special Purpose Grants** support specific projects that are national in scope. They are used primarily for: 1) developmental research; 2) technical assistance needed to implement occupational or career information delivery systems; and 3) special training efforts such as the Improve Career Decision Making Project. The majority of these grants have been awarded to State Committees on a competitive basis. NOICC also sponsors some Federal projects of this nature, usually by transferring funds to member agencies.

NOICC expenditures for each of the years from Fiscal Year 1980 through Program Year 1984 are listed in Exhibit G on the following page.

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1 Many SOICCs also receive funds or in-kind contributions for their activities from affiliated agencies at the State level. In 1984, vocational education, vocational rehabilitation, and JTPA contributed substantially to career information delivery systems and various SOICC projects. SOICCs, in turn, supply funds or services to help member agencies carry out specific projects.

Exhibit G: NOICC Expenditures
(Dollars in Thousands by Fiscal Year)

Expenditure for:	1980	1981	1982	1983	FY[1] 1984	PY[1] 1984
STATE FUNDING						
Basic Assistance to SOICCs	5527	6483	4845	4400	3187	4234
Attention to LMI Needs of Youth Career Information Delivery Systems	1880	2612	788	457	1377	779
Other Activities (e.g., ICDM)	33	159	381	174	371	15
Occupational Information System/Coordination and Communication	680	391	344	482	405	545
TOTAL STATE FUNDING	8120	9645	6358	5513	5340	5573
Percentage of Total Expenditures	81.4%	87.3%	87.9%	80.8%	86.1%	83.7%
FEDERAL ACTIVITIES						
Federal Technical Assistance and Other Contracts	1350	872	325	623	220	467
Salaries and Expenses	502	527	551	687	645	620
TOTAL FOR FEDERAL ACTIVITIES	1852	1399	876	1310	865	1087
Percentage of Total Expenditures	18.6%	12.7%	12.1%	19.2%	13.9%	16.3%
TOTAL NOICC EXPENDITURES[2]	9972	11044	7234	6823	6205	6660

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1 Fiscal Year 1984 was a transition period of only 9 months (October 1, 1983 - June 30, 1984) in which NOICC moved to a Program Year base. PY 1984 began on July 1, 1984, and ended on June 30, 1985.

2 Obligations in any one year may exceed the funding provided by the Departments of Labor and Education because of carry-over from previous fiscal years.

Next Steps

This report highlights some accomplishments of the NOICC/SOICC Network in its first few years. They were achieved by member agencies working together at the State and Federal level to promote the development, delivery and use of occupational information. Although much has been accomplished, more work is needed for the Network to realize its goals.

Many States have developed systems for delivering occupational information for use in program planning or career decision making. Others want to implement such systems, but lack the resources to do so. More technical and financial assistance is needed to enable these States to implement appropriate Statewide systems.

Occupational and career information delivery systems are still relatively new. Efforts to make them more useful and accessible to potential users need to be encouraged and supported. Data producers and users need opportunities to work together to maintain and improve these systems and the information they provide.

State occupational and career information delivery systems are becoming more comprehensive and sophisticated, and their use is expanding to more diverse groups of users. The information they contain has many potential applications, if users know it is available and understand how to use it. A continuing effort is needed to make potential users aware of these systems and to help them understand the information and its applications.

APPENDIX A

State Occupational Information Coordinating Committees

ALABAMA	Bell Bldg., Suite 400, 207 Montgomery St., Montgomery, AL 36130	(205) 261-2990
ALASKA	Department of Labor, Research and Analysis Section, PO Box 1149, Juneau, AK 99802	(907) 465-4518
AMERICAN SAMOA	Office of Manpower Resources, American Samoa Government, Pago Pago, American Samoa 96799	(684) 633-2153
ARIZONA	PO Box 6123, Site Code 897J, Phoenix, AZ 85005	(602) 255-3680
ARKANSAS	Research and Analysis Section, Arkansas Employment Security Division, PO Box 2981, Little Rock, AR 72203	(501) 371-1541
CALIFORNIA	800 Capitol Mall, MIC-67, Sacramento, CA 95814	(916) 323-6544
COLORADO	218 Centennial Bldg., 1313 Sherman St., Denver, CO 80203	(303) 866-4488
CONNECTICUT	c/o Vocational Rehabilitation District Office, 56 Arbor St., 2nd Floor, Hartford, CT 06106	(203) 566-2502
DELAWARE	Delaware Department of Labor, University Office Plaza, PO Box 9029, Newark, DE 19711	(302) 368-6962
DISTRICT OF COLUMBIA	Department of Employment Services, 500 C Street, NW, Room 207, Washington, DC 20001	(202) 639-1082
FLORIDA	204 Atkins Bldg., 1320 Executive Center Dr., Tallahassee, FL 32301	(904) 487-2730
GEORGIA	501 Pulliam St., SW - Suite 211, Atlanta, GA 30312	(404) 656-3117
GUAM	Human Resources Development Agency, Jay Ease Bldg., 3rd Floor, PO Box 2817, Agana, Guam 96910	(671) 646-9341
HAWAII	830 Punchbowl St., Room 315, Honolulu, HI 96813	(808) 548-3496
IDAHO	Len B. Jordan Bldg., Room 301, 650 West State St., Boise, ID 83720	(208) 334-3705
ILLINOIS	217 East Monroe, Suite 203, Springfield, IL 62706	(217) 785-0789
INDIANA	Indiana Employment Security Bldg., 10 North Senate Ave., Room 313, Indianapolis, IN 46204	(317) 232-0173
IOWA	523 East 12th St., Des Moines, IA 50319	(515) 281-8076
KANSAS	401 Topeka Ave., Topeka, KS 66603	(913) 296-3428
KENTUCKY	275 East Main St., 2 East, Frankfort, KY 40621	(502) 564-4258
LOUISIANA	PO Box 94094, Baton Rouge, LA 70804-9094	(504) 342-3013
MAINE	State House Station 71, Augusta, ME 04333	(207) 289-2331
MARYLAND	Governor's Employment and Training Council, 1123 North Eutaw St., Suite 720, Baltimore, MD 21201	(301) 383-6730
MASSACHUSETTS	Massachusetts Division of Employment Security, C.F. Hurley Bldg., 2nd Floor, Government Center, Boston, MA 02114	(617) 727-6718
MICHIGAN	309 North Washington, PO Box 30015, Lansing, MI 48909	(517) 373-0363
MINNESOTA	Minnesota Department of Economic Security, 690 American Center Bldg., 150 East Kellogg Blvd., St. Paul, MN 55101	(612) 296-2072
MISSISSIPPI	1101 Sillers Bldg., PO Box 771, Jackson, MS 39205	(601) 359-3412
MISSOURI	421 East Dunklin St., Jefferson City, MO 65101	(314) 751-3800
MONTANA	PO Box 1728, Helena, MT 59624	(406) 444-2741
NEBRASKA	PO Box 94600, State House Station, Lincoln, NE 68509-0560	(402) 475-8451 Extension 241
NEVADA	601 Kinkead Bldg., 505 East King St., Carson City, NV 89710	(702) 885-4577
NEW HAMPSHIRE	155 Manchester St., Concord, NH 03301	(603) 228-9500
NEW JERSEY	Labor and Industry Bldg., CN 056, Trenton, NJ 08625-0056	(609) 292-2682

NEW MEXICO	Tiwa Bldg., 401 Broadway, NE, PO Box 1928, Albuquerque, NM 87103	(505) 841-8388
NEW YORK	New York Department of Labor, Bldg. 12, State Office Bldg. Campus, Albany, NY 12240	(518) 457-2930
NORTH CAROLINA	1311 St. Mary's St., Suite 250, PO Box 27625, Raleigh, NC 27611	(919) 733-6700
NORTH DAKOTA	1000 East Divide, PO Box 1537, Bismarck, ND 58502	(701) 224-2733
NORTHERN MARIANA IS.	PO Box 149, Saipan, CM 96950	(671) 7394
OHIO	Division of Labor Market Information, Ohio Bureau of Employment Services, 1160 Dublin Rd., Bldg. A, Columbus, OH 43215	(614) 466-8806 Extension 338
OKLAHOMA	Oklahoma Employment Security Commission, 309 Will Rogers Memorial Office Bldg., Oklahoma City, OK 73105	(405) 521-3763
OREGON	875 Union St., NE, Salem, OR 97311	(503) 378-8146
PENNSYLVANIA	Governor's Office of Policy Development, 506 Finance Bldg., PO Box 1323, Harrisburg, PA 17105	(717) 783-8384
PUERTO RICO	Prudencio Rivera Martinez Bldg., 19th Floor, 505 Munoz Rivera Ave., Hato Rey, PR 00918	(809) 753-7110
RHODE ISLAND	22 Hayes St., Room 133, Providence, RI 02908	(401) 272-0830
SOUTH CAROLINA	1550 Gadsden St., PO Box 995, Columbia, SC 29202	(803) 758-3165
SOUTH DAKOTA	South Dakota Department of Labor, 607 North 4th St., Box 1730, Aberdeen, SD 57401	(605) 622-2314
TENNESSEE	519 Cordell Hull Bldg., Nashville, TN 37219	(615) 741-6451
TEXAS	TEC Bldg., 15th & Congress, Room 526T, Austin, TX 78778	(512) 463-2399
TRUST TERRITORY	Office of Special Assistant/High Commissioner, Capitol Hill, Trust Territory of the Pacific Islands, Saipan, CM 96950	9734
UTAH	140 Social Hall Ave., Salt Lake City, UT 84111	(801) 533-2028
VERMONT	Office of Labor Market Information, Department of Employment and Training, PO Box 488, Montpelier, VT 05602-0488	(802) 229-0311
VIRGINIA	Virginia Employment Commission, PO Box 1358, 703 East Main St., Richmond, VA 23211	(804) 786-3177
VIRGIN ISLANDS	PO Box 818, St. Thomas, U.S. Virgin Islands 00801	(809) 774-3650
WASHINGTON	212 Maple Park, MS KG-11, Olympia, WA 98504-5311	(206) 754-1552
WEST VIRGINIA	1600 1/2 Washington St., East, Charleston, WV 25311	(304) 348-0061
WISCONSIN	Governor's Employment and Training Office, PO Box 7972, Madison, WI 53707	(608) 266-2439
WYOMING	Occupational Information Program, Herschler Bldg., 2nd Floor East, Cheyenne, WY 82002	(307) 777-7574

APPENDIX B

Publications Produced by NOICC

A Guide to Using the National Units of Analysis (Draft, August 1984)
A Review of State Level Labor Supply/Demand Analysis for Program Planning and Career Decision-Making: Technical Issues in Relating and Presenting Supply/Demand Data (1982)
Classification Structures for Career Information (revised in 1984 and reissued as SOC Career Profiles, available from the National Crosswalk Service Center)
Feasibility Study for a Project on Improvement of Occupational Information (1979)
Framework for Developing an Occupational Information System (1979)
Guide to Forming Units of Analysis (1982)
Information Preparation Guide for the Maine OIS (1982)
Long-Range Plan for OIS Development and Implementation *
Major NOICC/SOICC Accomplishments (Congressional Testimony, August 1982)

NOICC Administrative Reports Series:

1. Analysis of the SOICC's Annual Basic Assistance Grant Modifications and Program Plans, February 1980 *
2. Annual Summary of State Occupational Information Coordinating Committee Activities in Fiscal Year 1979, April 1980 *
3. Status of Occupational Supply and Demand Information, May 1980 *
4. A Review of Employer Forecasting Methods and Data by Odessa Dubinsky
5. The Status of the NOICC/SOICC Network, September 30, 1980 *
6. The Status of the NOICC/SOICC Network, September 30, 1981
7. The Status of the NOICC/SOICC Network, September 30, 1982 *
8. An Introduction to Using an Occupational Information System (May 1983)
9. The Status of the NOICC/SOICC Network, September 30, 1983
10. Status of Statewide Career Information Delivery Systems, September 1984
11. Status of the NOICC/SOICC Network, June 30, 1985

NOICC Newsletter *
NOICC-Related Activities: A Review of Federal Programs (1979)
Occupational Information System Handbook (1981)
Volume 1: Occupational Information Development **
Volume 2: Occupational Information Analysis, Presentation and Delivery **
Volume 3: Technical Addendum (never published)
OIS Handbook: Executive Summary *
OIS Handbook Training Package (1981)
SOICC Director's Guide (revised 1985)
Status of Statewide Career Information Delivery Systems, August 1982 *
Vocational Preparation and Occupations, 1980 Edition
Vocational Preparation and Occupations, Third Edition (1982) **
VPO Training Package (1983)

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* No longer available
** Currently on sale at the U.S. Government Printing Office

Resources Sponsored by NOICC

A Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts (1984)
Alternative Methods for Collecting Follow-Up Information About Secondary Vocational Education Students (1982)
Analysis of State Experiences in Financing Statewide CIDS (1982)
BLS-Alternative Estimating Methods for Sub-State Area Occupational Employment (1981) *
Career Information Delivery for Handicapped Individuals (1981)
Continued Federal Role in Financing and Supporting Statewide CIDS (1981) *
Data Needs and Uses in the Context of an OIS: Review of Literature (1981)
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns (1981)
Improved Career Decision Making Through the Use of Labor Market Information (4th Edition, 1984)
Improved Career Decision Making Through the Use of Labor Market Information: Trainer's Guide (4th Edition, 1984)
Interfacing the SOC System with the OES System (1980) *
Issues Related to Collection of Occupational Employment Data in Agriculture (1981)
Microcomputer Occupational Information System:
- OIS Microcomputer User's Guide (1984)
- OIS Microcomputer Documentation (1984)
- Micro-OIS DBASE III Conversion Manual (1985)

National Student Follow-Up Workshop: A Background Paper (1981)
Occupational Area-Specific Staffing Information System (OASIS):
- Users Manual (1982)
- Operations Manual (1982)
- Systems Manual (1982)

Occupational Employment Data in Agriculture (1983)
Occupational Information and Vocational Education: A Concept Paper (1981)
Occupational Information Needs at the Federal Level (1981)
Occupational Information Needs at the State Level: An Empirical Study (1981) *
Occupational Information Needs for CETA Prime Sponsors (1981)
OIS and the Employment Security System: A Need and Resources Assessment (1981)
OIS and Vocational Rehabilitation: A Concept Paper (1981)
Role of an OIS in Career Guidance and Counseling (1981)
Systematic Approach to Improving the Training Process in CIDS (1981) *
The Feasibility of Collecting Labor Market Supply Data from Existing Records (1981)
Using Labor Market and Occupational Information in Human Resource Program Planning (1985)

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* These items are no longer available from NOICC. Supplies of other NOICC publications may be limited. However, many have been entered in the ERIC Clearinghouse on Adult, Career and Vocational Education and may be obtained from them.

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Occupational Information Announcements

ACTION: Notice.

SUMMARY: Published herewith attached are two announcements of the National Occupational Information Coordinating Committee (NOICC). Attachment I is a revised Interagency Agreement of the NOICC. This agreement replaces the interagency agreement of the NOICC signed on January 24, 1978, and published in the Federal Register on February 7, 1978 (43 FR 5348). Attachment II is the announcement concerning NOICC policies and its grants program.

The basic mission of NOICC is as follows:

(1) Improve coordination and communication concerning the use of occupational information among producers and users of these data;

(2) Develop and implement, in cooperation with State and local agencies, an occupational information system designed to meet the common occupational information and data needs of education and training programs at the national, State, and local levels;

(3) Give special attention to the labor market information needs of youth and adults, including the implementation of career information delivery systems; and

(4) Assist State Occupational Information Coordinating Committees.

FOR FURTHER INFORMATION CONTACT: Russell B. Flanders, Executive Director, National Occupational Information Coordinating Committee, 2100 M Street NW., Suite 156, Washington, D.C. 20037, (202) 653-5665.

SUPPLEMENTARY INFORMATION: The Education Amendments of 1976 (Pub. L. 94-482) amended the Vocational Education Act of 1963 and established a National Occupational Information Coordinating Committee and State Occupational Information Coordinating Committees. An Interagency Agreement specifying the purpose of NOICC and designed to activate working arrangements was signed by the statutory members on March 2, 1977.

A revised agreement among the agencies was signed on January 24, 1978, that incorporated those provisions mandated in the Youth Employment and Demonstration Projects Act of 1977 (Pub. L. 95-93). The Interagency Agreement presented in Attachment I takes into consideration the provisions of the most recent Federal legislation cited therein as it relates to NOICC mandates.

The Carl D. Perkins Vocational Education Act of 1984 (Pub. L. 98-524) reestablished NOICC. This Act requires the Secretary of Education to transfer funds to NOICC to carry out its responsibilities each fiscal year. The Job Training Partnership Act of 1982 (Pub. L. 97-300) adds to NOICC's responsibilities and authorizes the Secretary of Labor to transfer funds to NOICC for its operation. NOICC is an independent organization contained in both the Department of Labor and Department of Education appropriations.

The policies announced in Attachmaent II apply to NOICC relative to the development of an occupational information system for which the Committee is responsible. The occupational information system is to be implemented through State Occupational Information Coordinating Committees (SOICCs). NOICC is required to assist SOICCs in that implementation, and the grants program announced in Attachment II of this notice applies only to SOICCs.

Signed at Washington, D.C., this 16th day of May 1985.

Russell B. Flanders,

Executive Director, National Occupational Information Coordinating Committee.

Attachment I—Interagency Agreement of the National Occupational Information Coordinating Committee

The Vocational Education Act of 1963, as amended in 1976, established the National Occupational Information Coordinating Committee (NOICC). This Agreement replaces the NOICC Interagency Agreement executed on January 24, 1978. The Committee's present mandates are set forth in section 422 of the Carl D. Perkins Vocational Education Act of 1984 (Pub. L. 98-524) and sections 125, 463 and 464 of the Job Training Partnership Act (JTPA) of 1982 (Pub. L. 97-300). The statutory members of NOICC agree to carry out the intent of Congress as set forth in these Acts.

Statutory members of the Committee are the:

Assistant Secretary for Vocational and Adult Education, Administrator of the National Center for Education Statistics, Commissioner of the Rehabilitation Services Administration, Director of the Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education;

Commissioner of Labor Statistics, Assistant Secretary for Employment and Training, U.S. Department of Labor;

Under Secretary for Small Community and Rural Development, U.S. Department of Agriculture;

Assistant Secretary for Economic Development, U.S. Department of Commerce;

Assistant Secretary for Manpower, Installations and Logistics, U.S. Department of Defense.

The members agree to the following paragraphs and to the . . . Memoranda of Understanding on Administrative Support Services and on Delegation of Authority.

Note. The Memoranda of Understanding are not provided herewith.

1. NOICC shall improve coordination and communication concerning the use of education and employment data among vocational education, employment and training and other appropriate personnel as indicated in the Acts cited above. NOICC shall also assist the Department of Defense in developing and implementing an occupational information system for recruiting, mobilization, and career and transition counseling purposes.

2. NOICC shall develop and implement, in cooperation with State and local agencies, an occupational information system to meet the common occupational information needs of vocational education and employment and training programs at the national, State and local levels.

3. NOICC shall provide training, technical assistance and fiscal support to State Occupational Information Coordinating Committees (SOICCs) in the development, maintenance and use of: (a) Occupational information systems for planners and administrators of education and training programs and (b) career information delivery systems for persons engaged in career exploration and decisionmaking. Special emphasis shall be placed on supporting the automation of such systems.

4. NOICC shall conduct research and demonstration projects designed to improve any aspect of occupational and career information delivery.

5. NOICC shall publish at least annually a report on the status of occupational information capabilities at the State and national levels.

6. NOICC will utilize funds for these and other activities consistent with fulfilling the requirements of the Job Training Partnership Act and the Vocational Education Act. NOICC may use all funds available to it under the Acts to carry out any of its functions and responsibilities authorized by law.

7. The statutory members of NOICC agree that each may delegate authority

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to a person on his or her staff to serve on a Technical Steering Group. The Steering Group will carry out the functions assigned to it in accordance with Memoranda of Understanding agreed to by the statutory members. These memoranda may be revised or new ones developed, as needed, and implemented with the agreement of the statutory members.

8. Any new members that are added to NOICC by legislation may sign the Interagency Agreement, without requiring new signatures from existing members, as long as all other conditions remain unchanged.

/s/ Janet L. Norwood,

Commissioner, Bureau of Labor Statistics, U.S. Department of Labor, 1/18/85.

/s/ Emerson J. Elliott,

Administrator, National Center for Education Statistics, U.S. Department of Education, 2/10/85.

/s/ J. Bonnie Newman,

Assistant Secretary for Economic Development, U.S. Department of Commerce, 3/15/85.

/s/ George A. Conn,

Commissioner, Rehabilitation Services Administration, U.S. Department of Education, 3/7/85.

/s/ Frank W. Naylor, Jr.,

Under Secretary for Small Community and Rural Development, U.S. Department of Agriculture, 3/21/85.

/s/ Frank C. Casillas,

Assistant Secretary for Employment and Training, U.S. Department of Labor, 1/25/85.

/s/ Robert M. Worthington,

Assistant Secretary for Vocational and Adult Education, U.S. Department of Education, 1/31/85.

/s/ Lawrence J. Korb,

Assistant Secretary for Manpower, Installations and Logistics, U.S. Department of Defense, 2/28/85.

/s/ Jesse M. Soriano,

Director, Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education, 3/19/85.

March 21, 1985.

Attachment II—National Occupational Information Coordinating Committee Policies and Grant Program

Policies of NOICC

Occupational information that must comprise a national occupational information system (OIS) is produced by many different agencies and organizations to serve various needs. Since NOICC seeks to avoid duplication, many data sources will be integrated into and become component parts of the OIS. Accordingly, it is vital that these efforts be as comparable and compatible as possible. This means that the terminology and procedures must be as uniform as possible; that results of data analysis must be shared to avoid duplication of work; and that dissemination of information must be efficient, timely, and applicable to user needs.

The development of a completely integrated OIS requires the efforts of many organizations at all governmental levels. It will be developed in stages as policy decisions are rendered, as existing subsystem components are standardized or modified and as new subsystem components are created. Several NOICC policies have been made relative to the development of the OIS and career information delivery systems. The policies are:

A. NOICC will not be a data collection agency. NOICC shall coordinate such efforts and recommend changes relative to data collection, as well as the use of data, principally among the agencies represented by the statutory members of NOICC.

B. NOICC considers the Standard Occupational Classification system published by the Office of Federal Statistical Policy and Standards, U.S. Department of Commerce, as the standard overall classification system for occupational data.

C. NOICC adopts the Occupational Employment Statistics Survey program of the U.S. Department of Labor as the standard principal source of current occupational employment data at the local, State, and national level.

D. In developing the occupational supply model of the OIS, NOICC will utilize data and information from available sources such as the Employment Service and Unemployment Insurance programs of the State Employment Security Agencies and the data reporting systems of the National Center for Education Statistics.

E. NOICC encourages the implementation of statewide career information systems for delivery of occupational and educational information used for career choice and job search purposes. The information used in these systems should be obtained from the OIS to the maximum possible extent.

F. In adopting the use of data from established programs, NOICC also adopts the confidentiality standards of each of the programs as established by the agency administering the program. For example, the confidentiality standards established by the Bureau of Labor Statistics for the Occupational Employment Statistics program must be observed.

G. The State Occupational Information Coordinating Committees (SOICCs) are responsible for the quality of data and information included in occupational information systems implemented by the SOICCs.

NOICC policies will be published in the **Federal Register** as they are changed or amended by NOICC.

Grants Programs

NOICC accomplishes mandates through grants to State Occupational Information Coordinating Committees as follows:

A. NOICC will provide basic assistance grants to support SOICCs, SOICC staff leadership, OIS implementation and training and other activities covered by the Job Training Partnership Act of 1982 and the Carl D. Perkins Vocational Education Act of 1984.

B. NOICC will provide special purpose grants to SOICCs on a competitive basis to support research, development and demonstration activities related to the mandates of these two Acts.

The NOICC grant application procedures will be provided to SOICCs through NOICC administrative memorandums.

[FR Doc. 85-12374 Filed 5-22-85, 8:45 am]

BILLING CODE 4510-23-M